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This publication describes (1) the origin of the Follow Through program, (2) the present status of the Colorado Follow Through program, and (3) criteria for establishing other such programs. It contains a dozen photographs of children participating in Follow Through programs. (WD)

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Spotlight on Follow Through

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Foreword

Educators are well aware of the necessity for making long range plans for educational programs which provide continuity from year to year in the child's school experience. The extension of the educational ladder to encompass the very early years of a child's life has necessitated that these programs be included in long-range planning as well. With the advent of early childhood education programs, the hazard in not providing for continuity was forcibly demonstrated when a preponderance of Head Start "graduates" failed to maintain progress made in the program after enrolling in the public schools. The challenging answer to this deficiency is found in Follow Through.

This publication should prove interesting and helpful to those persons charged with planning and administering Title I programs in Colorado since it describes the origin of Follow Through, the present status of Follow Through in Colorado, and guidelines for establishing such a program.

The Colorado Department of Education views with pride the achievements of Title I programs being carried out in the state and feels that the concept of Follow Through can provide a necessary ingredient toward the success of early childhood education programs.

Byron W. Hansford
Commissioner of Education

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Photo by E. Kellogg

Prologue

"Minors under six need not apply", chorused a majority of script writers. "Come back when you're behind in school or, better still, when you're a drop-out. Then we'll write you into the production." They nodded sagely to each other as the very young actors slowly turned away.

Many of them heeded the words of the script writers and did proceed slower than others through school, becoming potential drop-outs. The script writers eagerly received them back and now enthusiastically gave them leading parts to play.

But, for some reason, the productions began getting bad notices. The audiences were quite dissatisfied with the endings that never really resolved the basic conflicts and were too often tragic, while the critics lamented the obvious dullness and repetition of the plot.

Something had to be done. The producers began to look for new material and the writers started to rework the script. In scouting around for ideas, their attention centered on a few outlying theatres that seemed to be drawing some favorable reviews if not the swell of crowds they were hoping for. The material appeared traditional but very young actors shared the leads with older ones, while more often than not, the resolution of the plot was optimistic and one could envision a series or sequelae of such caliber productions.

The producers looked at one another. "Let's try it", they chorused. "We'll back a brand new production. Hire lots of deserving young actors who need work." "Yes, and open in spots throughout the country," added another. "Not just New Rochelle." "Great!" they shouted. "Let's get going."

So the summer of 1965 saw a new hit playing to capacity audiences and getting rave notices. Success was sweet and "Head Start" began a long run. After a year or so of playing to Standing Room Only crowds, a few reviews began to falter in their praise. Was this just due to fickle audiences or was something really amiss? Some ventured the opinion that the acts were too short and sometimes ended too abruptly.

"We can't risk another Drop-Out fiasco", worried the producers. "What'll we do now?"

"Hold it!" called the script writers. "Don't panic. We'll write in a new part which will bring about smoother transitions between acts and more carry-over to the different scenes."

"Good. Good", said the producers. "We'll call it "Follow Through."

Enter . . . Follow Through

But this was not Follow Through's first entrance upon the educational scene, though certainly its first appearance in full dress costume, playing a major role. Follow Through has played a minor supporting role for several years, even before Head Start made its formal debut and won such national acclaim. Those early years, however, saw Follow Through as a bit player whose name boasted no capital letters and whose role was greatly overshadowed by more dominant character parts.

One of the starring roles in the current scene is being played by the Young Disadvantaged Child. Any attempt to detract from this part or even tentatively deny its rightful place in the center of the stage is foolhardy, unrealistic, and exceedingly dangerous. The fact that one in three urban children can be termed 'disadvantaged' places a convincing argument for special concentration on a lead in this educational drama with such characteristics. The rapidly accumulating evidence which points to the early years as setting the pattern for future achievement or failure — charting the course as it were — speaks eloquently for an emphasis on the particular age of the leads. (The position that traditional education begins pretty late in life, at least in the life of developing intelligence, will have to be taken up at another time.)

Thus the principle characters in our saga can be described as young and disadvantaged. Unfortunately however, the plot in such a production has been sketchy and fragmented, the scenes too short, and too often the performance has been unsatisfactory and inconclusive for a large number of the players — though this is an oversimplification.

Photo by E. Kellogg

At this point, Follow Through has been carefully and thoughtfully written into the script to provide the necessary unity, depth, and yes, diversity to the production. The drama is not yet over, but indications seem to point to Follow Through as the necessary ingredient to keep the show moving and to provide the needed continuity of program and characterization while being the catalyst for change in the theatre itself.

Flashbacks

An interesting phenomenon of many if not most of the innovative practices in American education today is that so much of what we like to call "new" is really a concept or series of ideas that have been around for many years. The "new" element is the translation of these ideas into practice. The fact that the gap between the best of educational theory and practice is so wide in terms of time is unfortunate and often disastrous but not surprising when viewed in the light of the reluctance of established institutions to undergo change.

The concept of Follow Through is an excellent example of such a phenomenon. Head Start dramatized the advantages of involving the community (including parents) and various agencies in the education of young children. It has caught the imagination of the general public and has put early childhood intervention programs "on the map", causing educators to re-examine traditional practices such as staffing patterns and roles in the schools, appropriate adult-pupil ratio, parental involvement, etc. But, since in most cases it existed outside of the regular school structure, (only 36 per cent of the full year programs are operated by public school systems), and had more freedom to experiment and innovate, it did not pose a direct mandate to change in the regular school structure. It must be noted that unless the local school district administered the Head Start Program, the tendency was to give very little consideration to the Head Start activities provided the children. The need for coordination is readily apparent. That Head Start posed a challenge to the public schools cannot and should not be denied, but that this challenge was too often ignored must also be admitted. The ingredient that provided the actual impetus for change seemed to be the infusion of federal monies into the public schools themselves in such forms as Title I of the E.S.E.A. and the comprehensive program, Follow Through, which features planned variations, and also serves as the vehicle for implementing change, albeit on a limited basis, in the institutional structure of the school.

But let us go back a few decades into history. Twenty years ago Dr. Gertrude Hildreth wrote:

> The school that educates in the truest sense of the word becomes a force in the community it serves, *entering into partnership with all other welfare agencies and helping to mobilize human and natural resources* to lift the level of knowledge, health, and culture. (Italics added for emphasis)[1]

Her statement is one of the forerunners for an important component of Follow Through, although Head Start must be credited with implementing such an idea on a national scale.

Even before Head Start came into being, however, Dr. Martin Deutsch

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[1]*Child Growth Through Education*, Hildreth, Gertrude, The Ronald Press Co. New York, 1948, p. 321.

was doing research on interventionist early childhood education programs for the disadvantaged on the theory that by beginning educational programs early, say when a child is three or four years old, future disabilities and need for remediation might be prevented. His statement:

> Examination of the literature yields no explanation or justification for any child with an intact brain, and who is not severely disturbed, not to learn all the basic scholastic skills. The failure of such children to learn is the failure of the schools to develop curricula consistent with the environmental experiences of the children and their subsequent initial abilities and disabilities.[2]

places a large share of failure on the schools. To this end, he and his colleagues at the Institute for Developmental Studies have been doing extensive work on developing model pre-school programs and following them up with longitudinal research studies.

Dr. Deutsch moves ahead another step however. After presenting a convincing argument for the existence of preschool programs, he succinctly summarizes the concept of Follow Through.

> . . . to assure stability of progress (stemming from special pre-school programs), it would be desirable to continue special programs for several more years. The construction of a pre-school program does not absolve a community or a school system from the responsibility to construct an effective strategy for teaching the marginal youngster from kindergarten on.[3]

Photo by E. Kellogg

[2]Martin Deutsch, Facilitating Develoment in the Pre-school Child: Social and Psychological Perspectives, Merrill-Palmer Quarterly, Vol. 10, No. 3, July 1964, p. 258.
[3]Ibid., p. 260.

The necessity of having reasonable enrollments, adequate equipment, and specialized staff training is also stressed.

Thus we have a glimpse of some of the "roots" of Follow Through and the theoretical backgrounds.

The immediate practical reason for instituting Follow Through was simply so that the gains made by children in Head Start Centers or other quality pre-school programs would be maintained and that the child would receive a continuity of comprehensive educational experiences.

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. . . And So

In his State of the Union message on January 10, 1967, President Johnson called for the necessity of strengthening Head Start for three-year olds and for maintaining the momentum in follow-through programs. He reiterated this point in subsequent addresses and proposed that $120 million be authorized for a program called Follow Through.

Photo by M. Newton

Congress bought the idea but not the amount. It appropriated only $15 million for two years (FY '67 and '68) under the Economic Opportunity Act. However, OEO, which operates and administers Head Start, has delegated the administration of Follow Through to the U. S. Department of Health, Education and Welfare, specifically the Division of Compensatory Education of the U. S. Office of Education.

The wide gap between expectancy and actuality in terms of appropriations was unfortunate but not disastrous. The developers had, as never before, to dwell in depth upon the wise use of money in order to make it really count and its impact felt. The most productive course of action seemed to be the exploration of new ideas, (ideas could be valued as much as money now), to select unique and promising programs, to gain experience, and to implement models, plus carrying on simultaneous evaluations of all phases of the programs.

An Advisory Committee, headed by Dr. Gordon Klopf, Dean of Faculty, Bank Street College of Education, New York City, was established in February, 1967 and participated in developing criteria for Follow Through programs. From that time on, events moved at a rapid, almost breakneck pace.

Chief State School Officers and Title I Coordinators received a memo about the middle of April advising of the possibility of establishing a limited number of pilot centers throughout the country and seeking their assistance in identifying school districts with leadership potential and a desire to serve as a pilot center of high quality. Serving 100 children in a full year Head Start program was another requirement. Recommendations from the State education agencies (SEA's) were due on April 24, 1967. Eleven districts in Colorado expressed an interest in serving as a pilot project and site visits were conducted by representatives from the SEA

and OEO State technical assistance agency. The recommendations were then sent to Washington.

From the SEA's recommendations, approximately 100 districts throughout the country were selected by the U. S. Office of Education to represent a cross-section in terms of school districts with unique educational problems related to the disadvantaged child. These districts were contacted by the U.S.O.E. and invited to apply for grants to initiate a Follow Through program—proposal deadline May 31, 1967. Three Colorado districts were invited to submit applications. A final selection was made in June, 1967 of 30 districts which were funded to begin a planning phase, with detailed proposals due August 15 for programs to begin operation in September. Boulder was among the thirty which were selected. Ten more districts were added in January 1968, bringing the total to 3,000 children served in 1967-68.

Photo by M. Newton

Projects which were already operating in 1967-68 were assured of continued funding for at least those participating children during 1968-69. Procedures for adding new programs were similar to that of the previous year except that the time schedule was not as tight. The SEA together with the OEO State technical assistance agency, the Regional O.E. Title I Program Officer, and the OEO Regional Head Start Coordinator nominated from three to twelve potential Follow Through school districts based on the poverty population of each particular state. (Colorado's allotment was three.) These recommendations were reviewed by the U. S. Commissioner of Education. Those districts whose proposals were approved received invitations to a planning meeting in Washington, D. C. Another meeting was held in Kansas City where program models were presented. Workshops were set up in Salt Lake City and Washington, D. C. to assist in actual proposal writing. Proposals were submitted in mid-April and grant dispositions were made by June 30, 1968.

Fifty-two new projects were added in 1968-69 with an additional $13 million appropriated by Congress for the expansion. A total of 15,500 children will be served in 92 communities under 110 programs. The projects are financed by Follow Through funds, Title I monies, and local contributions in the following required proportions:

Follow Through	65%	
		Federal Funds
Title I	15%	
Local contribution of cash and in-kind	20%	Local Funds
	100%	

Parallels

Inasmuch as Follow Through is to maintain a continuity with Head Start, it is reasonable to assume that there would be several points of similarity. The major features of Head Start which are shared by Follow Through are:

a. Comprehensive instructional, nutritional, health, psychological and social services.
b. Maximum use of school, neighborhood, and community facilities.
c. Meaningful parent participation in the program.
d. Continuing staff development programs.
e. A Policy Advisory Committee composed of at least 50% parents.
f. Opportunities for employing low-income people from the neighborhood as aides and for their career development as well.

Thus it can readily be seen that Head Start and Follow Through programs underscore the idea that schools should be the coordinating agency through which various forms of services — medical, dental, psychological, and social services are made available to the children and their families.

Photo by M. Newton

Non-parallels

In contrast to Head Start, the unique feature of Follow Through is the shift to an emphasis on research and development. Follow Through, because it will eventually extend through third grade, provides a base for longitudinal studies of children involved in programs of compensatory education. Inasmuch as it is a vehicle to explore new ideas, and to reduce the gap between theory and practice, the national program is in a position to field-test a variety of educational approaches to early childhood education. By carefully and thoroughly evaluating each program approach, a determination of the most effective approaches for educating young, disadvantaged children will be possible. Many of the various approaches have been developed by researchers, while others such as the parent implemented model are being developed as they go along.

While each project adopts a specific approach or emphasis, termed "planned variations", which will thereby provide a base for evaluating alternative models, the special program emphasis occurs within the "context of a more comprehensive program of educational, health, nutritional, social service, psychological, and training activities for Follow Through children, parents, and staff".[4] Thus for example, the Bank Street College of Education model focuses on staff development, while the University of Illinois model emphasizes a tightly structured, academic instructional approach. Several districts have adopted these models and comparisons can be made among programs of the same general type. Yet, each program takes place within the aforementioned context of comprehensive services and activities.

Photo by E. Kellogg

[4]*Guidelines for the Follow Through Program*, 1968-1969 (draft copy), February 1968, p. 1.

Boulder . . . One of the First

Those first pioneering Follow Through school districts must be warmly commended for their motivation and skill in meeting an extremely tight time schedule and efficiently marshalling resources to begin planning and implementing a concept, which, while it did involve additional funds from the federal government, also placed the school in a new role with greatly extended responsibilities. Colorado can point with pride to the Boulder Valley Schools for successfully rising to the challenge and being chosen as one of the original 30 Follow Through Projects.

The First Year

Planning

The initial phase began in early spring with Dr. Richard M. Fawley, Director of Curriculum, Research, and Statistical Analysis; Mrs. Ann R. VanMarter, Director of Title 1; Lloyd Throne, Director of the local Community Action Program; Masahito Okada, Director of Head Start; parents and teachers meeting to design the original planning grant. Following the approval of the grant on July 1, numerous meetings were held with representatives of the Office of Economic Opportunity to recruit, screen and select personnel for the program. Mrs. Ellenor M. Hunter was employed as project director and attended further meetings with state and local agencies as well as Boulder school administrators and teachers in order to develop and explain program objectives and enlist their support. Because of the importance which the Boulder program attached to creating an atmosphere essential to the fullest possible development of a new orientation for the school system and its teachers, a considerable portion of the planning period was devoted to the design of a one-week pre-service August training program. The emphasis was on the comprehension of the world of poverty and its many implications on daily family life. After the employment of staff, leasing of facilities, and ordering of materials, the Boulder Follow Through Program was ready to begin in September, 1967.

Structure

The national guidelines call for at least 40 per cent of all Follow Through children to be residents of rural areas. The Boulder Valley School District consists of an area of approximately 400 square miles. The Boulder project includes the semi-rural communities of Lafayette and Louisville, as well as the more urban location of Boulder, and thus represents a diverse population.

Seventy-six children from five kindergarten classes at four schools participated in the first year's effort. The extended day Follow Through program was held at two centers — one in Boulder and one in Lafayette. The Follow Through teachers and aides joined the kindergarten teachers and children in the kindergarten classroom for half a day; the other half day the children were bussed to the centers which Follow Through rented;

In this manner there was a continuity between the two half-day sessions for the Follow Through children.

Instructional Component

The instructional program was developed around the individual child, emphasizing the child's worth, cultural background, and social development. Building a positive self-concept and language development were emphasized. The physical layout of the room and the materials available helped to determine the structure of the program. By surrounding the youngsters with a rich variety of materials and providing concrete experiences, they were stimulated to express themselves verbally. Speech therapy for those children with serious impediments was provided by the University of Colorado's Speech and Drama Department.

Photo by E. Kellogg

The first year became a period of exploration, testing, and development for the staff and their instructional program. However, at the end of the year the staff agreed that despite inexperience in conducting this type of project, great strides had been made. Children who could have been reduced to silent, non-participants in the educational process continued to develop from the base established in the Head Start Program. Each teacher reported a new sense of satisfaction in the art of teaching.

Staff Development Component

Following the criteria established by the August workshop, pre-service and in-service training was composed of lectures, demonstrations, and field trip experiences intended to develop the staff's understanding of other educational methodology and program structure. Training was also designed to give educational perspective to their role within our own school and community as well as that of a national program. Substitute teachers were provided one day per month so that the regular teacher could receive such training as well as release time for observation of classes within and outside the district. Each staff member visited either the Salt Lake City Follow Through Project or the Rosebud Indian Reservation Project in South Dakota. Workshops offered by the Colorado Migrant Council, the Colorado Optometric Association, and the Association for Childhood Education International were also attended by various staff members.

Medical and Dental Component

Health services were provided in cooperation with the Boulder City-County Health Department. All medical services were under the direction of the Follow Through — Title I nurse who acted as a liaison between the parents, the Health Department, and other medical resources. Early in the

year, the nurse visited each Follow Through parent making an assessment not only of the family's needs but also of their strengths. Her objective, by means of health education, support and care, was to help Follow Through families become aware of and eventually manage their own health needs. The nurse became a familiar member of each classroom and worked with the teachers, parents, and the children to establish a broader understanding of treatment and prevention. Physical examinations and visual and auditory screening were completed on all youngsters; treatment was provided when necessary. Referrals were made to a variety of city, county, and state agencies for follow-up services.

Each Follow Through child received a dental examination and all but eight had cavities. The children's teeth were cleaned, X-rayed, and repaired as necessary with the majority of the work being completed before the end of the school year.

Nutrition Component

Hot lunches were provided for all Follow Through children. Teachers and aides lunched with the children, encouraging pleasant conversation. Timing of the mid-morning and afternoon snack varied, and in some instances was supplemented and served as breakfast.

Psychological Services

A research assistant was hired from the University of Colorado to provide back-up support and psychological services to the Follow Through staff and to help them identify and work through certain problems of the children. She participated extensively in each classroom, then conferred with the teacher. Communication was established by the assistant with individual children selected by the teacher. Back-up support included making an hypothesis regarding the child and his behavior and explicating new and different ways of teaching and interacting with the child. As the role of teacher consultant developed and broadened, it was seen as one of the more invaluable aspects of the program.

Parent Participation

The Follow Through Parent Advisory Committee consisted of ten parents and ten community people who represented Public Health, Welfare, the schools, and non-low-income community members. A parent representative attended the October, 1967, Follow Through meeting in New York. Parents also participated in the writing of the 1968-69 proposal and had a voice in the decision to adopt the Bank Street Model.

Five Follow Through or Head Start parents were employed as classroom aides the first year and the number will be expanded to ten this year.

A New Direction for 1968-1969

In February, 1968, the original Follow Through projects were given the opportunity of selecting an educational model for the coming year. The Boulder project, on the recommendation of representative staff and parents, chose the Bank Street College of Education model. Having worked to build a child-centered, small-group instructional program, those involved

were anxious to pursue and enlarge upon it. The Bank Street model, while it clearly indicates refinement of teaching processes and curriculum innovation, is also intensely concerned with staff development which Boulder believed to be of prime importance in developing any new program. Bank Street College with its early childhood center was also viewed as a complete model — one involving the family, community, and social services as well as the child. With the decision to adopt the Bank Street model, new directions naturally appeared and were developed from April on.

A two-week institute held at Bank Street College of Education, New York, New York, in June, 1968, was attended by 14 staff members from the Boulder area including teachers, principals, an aide, and the director. Consultants from Bank Street will visit the Boulder project every five weeks in order to continue in-service training and provide on-going support for the staff. The basic philosophy established within the kindergarten rooms has been extended into the five Follow Through first grade classes. One teacher, one aide, and numerous volunteers drawn from the parent and community population work as a team to continue small group work. Approximately one-half of the children in each first-grade room were in a kindergarten-Follow Through room.

In most instances, the structure and composition of the various components has not changed with the extension of the program. It has rather been a question of expanding and developing certain elements:

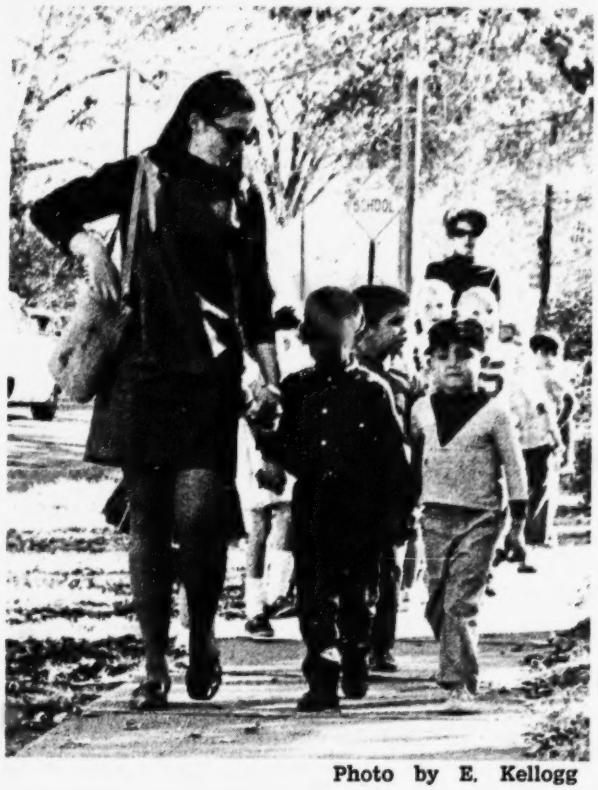

Photo by E. Kellogg

- The psychological research assistant has been replaced by a fulltime psychologist who is available to all teachers and children within the program.
- Medical and dental services have been extended to a larger number of children.
- Snack time has taken on more meaning as the children have explored new foods and their ability to prepare them.
- Aides meet once a week in training sessions designed to meet their particular needs.
- Parent committees have been established in each classroom to meet regularly throughout the year for a continued interchange of ideas.
- Two master tutors have received a week of training and are establishing adult basic education classes in the homes of parents.

• Two family counselors and two part-time neighborhood aides are working to develop community resources.

The first year and a half can best be characterized as one of growth — for children, parents and teachers.

Greeley . . . Parent Implemented

The reputation of Colorado as a state receptive to innovative ideas was again demonstrated when Colorado was among seven states invited back to Washington, D. C. by the U. S. Office of Education to explore the possibility of beginning a pilot Follow Through project which would specifically adopt a model of Parent Implementation. In the light of what is known about the role of parents in motivating the child, improving his achievement, and providing insight into his needs, as well as being instrumental in instituting needed changes within the school in order to make education more meaningful and relevant, parental involvement in educational affairs is deemed highly desirable, if not in fact essential for the success of a program. Yet, traditionally low-income parents have not felt welcome at school and all too often they have been considered uninterested and/or incompetent concerning matters educational.

Head Start has sought to remedy this situation and insure parent participation in all phases of the program by mandating parent advisory committees, hiring parents as aides in the classroom, providing for parent education activities, etc. Follow Through has continued this program of widespread parent involvement.

The concept of a Parent Implemented Model, however, was to go beyond the parent involvement required by the Follow Through Guidelines and explore the principle of "maximum feasible parent participation." The planning and implementing of such a model was to be exploratory and evolutionary with no hard and fast rules or even supplementary guidelines to follow. Everything was to be worked out as the project moved along, the parents bearing a major role of decision makers.

Representatives from the State education agencies and State OEO's from Arkansas, Colorado, Michigan, Minnesota, New Jersey, Pennsylvania, and Wisconsin met with Dr. Robert Egbert, Director of the National Follow Through Program, in May, 1968 to discuss the possibility of initiating a Parent Implemented Follow Through Model in these states. Up to that time, this model had been adopted by only two projects and the National Office felt that it was vital to implement it on a much wider basis. Enthusiasm of these representatives was higher than anticipated and Colorado was among those who believed that a potential site might be found quickly, that planning could be carried out over the summer, and that a project could be ready to roll in September.

Upon returning to Colorado, the state representatives approached Greeley as a community and district with the necessary qualifications and demonstrated interest in implementing a Follow Through Project. Greeley

was one of the eleven in 1967 and one of the three in 1968 which had submitted an application.

A lot had to be done in a very short period but somehow the timing just clicked. The concept was presented to the Title I Director, Mr. Robert Turner and Mr. Keith Blue, the Director of the Title III Project in Early Childhood Education, and Mr. Kenneth Eckhardt, Principal of Park-Washington Schools from Greeley. They in turn were enthused and agreed to present it to Superintendent Alton Cowan and the Greeley School Board at their meeting the very next evening. A strong commitment as well as approval was needed from the Superintendent and the School Board because the parents would be given authority and responsibility far exceeding their role in other poverty programs.

Superintendent Cowan and the Greeley School Board granted approval and full cooperation to the project, plus willingness to contribute the necessary 20 per cent local share, thus clearing the way for formally submitting a proposal. By working around the clock, the proposal was written and submitted in time to meet the fiscal year deadline by the persons named above. It was approved by Washington and the funds obligated.

Photo by M. Newton

A State Technical Assistance Grant under Follow Through helped carry through the summer planning phase which included identifying 40 Follow Through children, organizing a parent group, hiring interim staff, arranging for suitable facilities, collecting instructional materials, etc.

The Follow Through parents held several organizational meetings, one of which was attended by Dr. Egbert, the National Director, and in August, seven members were duly elected to the Parent Board. A harder working, more dedicated Board would be difficult to find and they have taken very seriously their duties and responsibilities not only as advisors but as decision makers. They have interviewed and hired a Director, Mr. Steve Pellican; a Family Contact Person; a teacher for the extended day program, Mrs. Stokes; and an aide,

Photo by M. Newton

Barbara Lagunas. They have authorized expenditure of funds for instructional materials and have agreed to pay for a college course for the teacher.

Plans are being made for teacher and Board member visitations to other Follow Through projects in order to be in a better position to make a decision about adopting an instructional model and to exchange ideas. A final proposal and budget must be prepared and submitted to Washington.

Why Not?

Pressing questions facing educators, administrators, and the American public today are, "Can we ignore the new directions being taken by education in the search for helping each child achieve his optimum development?" and, in the face of a rapidly changing society, "Can we afford to simply maintain the status quo?"

A concept such as "Follow Through", which calls for an individual approach to instruction and supportive services by an interdisciplinary team and appears to hold much promise for the future of education, should not be confined to a relatively few communities throughout the country which were in a competitive position to successfully obtain federal funding. Must this concept be abandoned simply because the hard facts of federal funding make the prospects of obtaining such funds for all qualified and deserving districts exceedingly dim? A farsighted and creative answer is, of course, *no*. It is entirely possible to implement such a program using alternate funds such as other types of grants and local and state monies. For example, Title I monies may be employed in implementing the "Follow Through" concept, Community Action Agencies could be a source of funds for parent education, the School Lunch Act provides for free hot lunches, Health Centers are often willing to cooperate on the health component, etc. The possibilities are there and waiting to be explored.

Obviously, a program such as Follow Through cannot be developed by one person or even the representatives of one profession. The criteria call for a continuous program of staff development, a broad use of community resources, a program of maximum parent participation, continuous evaluation, comprehensive mental, physical, psychological, guidance, social, and nutritional services, plus a truly effective instructional program. Cooperative planning and implementing by an interdisciplinary team are essential, and, it might be noted here, by broadening the base of involvement in education, a likely spin-off is a broadening of the base of support.

Dr. Annie L. Butler, in an article entitled "From Head Start to Follow Through", Bulletin of the School of Education, Indiana University, July 1968, points out that medical, dental, social, and psychological problems all affect learning; thus, the school, in fulfilling its responsibilities, must see that these needs are met, and in so doing, serve as the coordinating agency in the community, thereby extending the school's responsibilities as well as its planning role. But the ultimate goal is to do what is best for the children, so when confronted with the concept of "Follow Through", an answer to the question it poses is — "Why not?"

A word is in order here about federal funding, however. In order to qualify, a community must have a full year Head Start or similar quality preschool program. Because additional participation will be minimal due to limitations in funding, communities must be explicitly invited to submit pro-

posals. The communities will be nominated by SEA's and OEO State technical assistance offices.

In nominating potential grantees, the following criteria must be met:

1. The ability to initiate a Follow Through program with its comprehensiveness of services — educational, health, nutritional, psychological, social work, staff and career development programs, and parent involvement.
2. The availability of staff, facilities, and other resources in order to implement the program.
3. The willingness to bring about the fullest possible racial, economic, and social integration.
4. The willingness to involve appropriate community agencies and persons indigenous to the target areas in planning and implementing the program.
5. The willingness to participate in a program of planned variation — that is, to choose an area as the focus of special effort, such as emphasizing community involvement, staff development, etc. — within the context of a comprehensive program.
6. The presence of a concentration of poverty.
7. An evident interest in implementing such a program.

Photo by M. Newton

Postlogue

As currently administered, Follow Through is providing a bright future for a limited number of children. However, it has the potential of developing and strengthening education for *all* children and may well be the prologue to far-reaching reforms in American education. The curtain *must not* fall on this production.

Criteria For Follow Through

Follow Through Programs should:

1. be based on a differentiated approach with these children in the learning-teaching process. The program must have an instructional design which defines its approaches to cognitive, affective, and total personality development and gives evidence of implementation and continuous and comprehensive planning.

2. utilize personnel in a manner consistent with a differentiated approach to teaching children. If the needs of the children in Follow Through are to be met, the children must have close and continuous relationships with an adult in situations which allow for individual attention to their needs. Therefore, the Committee recommends that a maximum of 15-18 children be the responsibility of one professional person in a teacher-leader role assisted by at least one auxiliary instructional aide. Programs should use such auxiliary personnel as instructional aides and family and community assistants and such ancillary personnel as counselors, psychologists, social workers, school nurses, and physicians. This recommendation does not imply that every program use personnel in the same way. However, to insure quality, the professional person in the teacher-leader role must be responsible for orchestrating the auxiliary and ancillary personnel in terms of the learning situation.

3. provide for comprehensive mental and physical health, psychological, guidance, social, and nutritional services including diagnostic, preventive, curative and rehabilitative aspects. The services must be completely integrated with classroom activity as well as available for appropriate referral.

4. make maximum utilization of school and neighborhood resources including welfare, recreational, social and cultural resources to meet the individual needs of children over a varied schedule. This could mean an extended school day and an extended year program.

5. initiate and sustain meaningful parent involvement anl participation in the Follow Through Program of their children, encourage a rapproachment between parents and their schools, and provide social and educational resources to strengthen family life and maximize opportunities for parents as well as children.

6. provide orientation and continuing staff development as an integral part of the regular work assignment for all staff members.

7. provide for coordination and effective integration of all ancillary and instructional activities by a designated administrator in each school. The program should be completely integrated into the entire school program.

8. group children for the fullest possible social, racial, and economic integration. Rather than isolated Follow Through classes, all children of appropriate ages within the school should be included in the program.

9. maintain continuity with preschool programs including transmission of records and continuing opportunities for preschool and Follow Through staff to exchange information and experience.

10. provide for program evaluation as an integral part of the total project to provide internal feedback for improvement.